

RED BANK ELEMENTARY

246 Community Drive
Lexington, South Carolina 29073

GRADES K-5 Elementary School

ENROLLMENT 876 Students

PRINCIPAL Kim C. Williams 803-359-6101

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	41	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

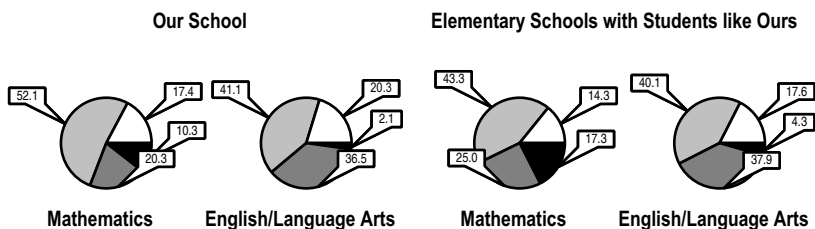
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	53	168	104
Percent satisfied with learning environment	100.0%	91.1%	87.3%
Percent satisfied with social and physical environment	100.0%	90.9%	74.0%
Percent satisfied with home-school relations	98.1%	91.1%	92.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	480	100.0	20.3	41.1	36.5	2.1	38.6	17.6
Gender								
Male	259	100.0	26.3	43.2	29.2	1.3	30.5	17.6
Female	221	100.0	13.4	38.6	45.0	3.0	48.0	17.6
Racial/Ethnic Group								
White	391	100.0	18.8	39.2	39.5	2.5	42.0	17.6
African-American	78	100.0	25.4	54.0	20.6	N/A	20.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	401	100.0	14.8	41.8	41.5	1.9	43.4	17.6
Disabled	79	100.0	50.7	37.3	9.0	3.0	11.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	480	100.0	20.0	41.3	36.7	2.1	38.8	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	479	100.0	19.8	41.2	36.9	2.1	38.9	17.6
Socio-Economic Status								
Subsidized meals	181	100.0	31.3	40.1	27.9	0.7	28.6	17.6
Full-pay meals	299	100.0	14.2	41.9	41.2	2.8	43.9	17.6

Mathematics								
All students	480	100.0	17.4	52.1	20.3	10.3	30.6	15.5
Gender								
Male	259	100.0	19.1	49.2	21.6	10.2	31.8	15.5
Female	221	100.0	15.3	55.4	18.8	10.4	29.2	15.5
Racial/Ethnic Group								
White	391	100.0	14.2	52.0	22.1	11.7	33.8	15.5
African-American	78	100.0	33.3	52.4	11.1	3.2	14.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	401	100.0	13.2	53.1	22.1	11.6	33.7	15.5
Disabled	79	100.0	40.3	46.3	10.4	3.0	13.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	480	100.0	17.0	52.3	20.4	10.3	30.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	479	100.0	16.8	52.3	20.5	10.4	30.9	15.5
Socio-Economic Status								
Subsidized meals	181	100.0	27.2	55.8	10.9	6.1	17.0	15.5
Full-pay meals	299	100.0	11.8	50.5	25.3	12.5	37.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	140	N/A	13.0	32.6	48.6	5.8	54.3
	Grade 4	167	N/A	13.9	45.8	38.6	1.8	40.4
	Grade 5	139	N/A	16.2	57.4	24.3	2.2	26.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	142	100.0	18.6	34.1	43.4	3.9	47.3
	Grade 4	154	100.0	15.8	39.6	41.7	2.9	44.6
	Grade 5	184	100.0	25.3	47.6	27.1	N/A	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	140	N/A	24.6	45.7	18.8	10.9	29.7
	Grade 4	167	N/A	25.3	47.0	21.1	6.6	27.7
	Grade 5	139	N/A	23.5	44.1	15.4	16.9	32.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	142	100.0	13.2	54.3	19.4	13.2	32.6
	Grade 4	154	100.0	17.3	46.8	22.3	13.7	36.0
	Grade 5	184	100.0	20.6	54.7	19.4	5.3	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 876)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Up from 1.4%	1.8%	2.4%
Attendance rate	95.5%	Down from 96.2%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.3%	Down from 23.3%	22.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.1%	Up from 7.3%	7.3%	8.0%
Older than usual for grade	0.5%	Up from 0.1%	0.5%	1.1%
Suspended or expelled	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 63)				
Teachers with advanced degrees	71.4%	Up from 64.5%	54.2%	50.0%
Continuing contract teachers	88.9%	Down from 95.2%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.7%	Up from 88.3%	88.4%	86.2%
Teacher attendance rate	96.0%	Up from 95.0%	95.6%	95.3%
Average teacher salary	\$41,329	No change	\$42,248	\$39,909
Prof. development days/teacher	10.9 days	Down from 11.3 days	10.3 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	19.9 to 1	Down from 21.0 to 1	19.9 to 1	18.9 to 1
Prime instructional time	90.9%	Up from 90.0%	90.7%	89.7%
Dollars spent per pupil*	\$5,495	Down 2.7%	\$5,576	\$5,892
Percent spent on teacher salaries*	68.0%	Up from 67.2%	68.0%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

Red Bank Elementary School celebrated many achievements in the 2002-2003 school year.

Eighteen of our faculty members completed their third year in the South Carolina Reading Initiative. This comprehensive professional development provided teachers with innovative instructional strategies in teaching language arts. Through grade-level collaboration and implementation, all students benefited from these research-based strategies. Staffed through the use of volunteers and some very dedicated faculty members, our Publishing Company made official authors of more than 600 students.

We had other successes as well. Our school Web site received an award from the South Carolina Chapter of the National School Public Relations Association. Five of our teachers successfully completed the rigors of National Board Certification.

In order to provide supplementary instruction for students who scored Below Basic on PACT, we opened two computer labs before school hours for specific skills practice. In an 11-week-long after-school program, 15 teachers tutored small groups of students in reading and math. We also offered summer school to students in need of remediation.

A new partnership with Lexington Baptist Church, formed in October of 2002, yielded additional opportunities for our students. During the school year, church members served as mentors, tutors, breakfast/lunch buddies and faculty assistants. Monetary donations from this partnership provided much needed supplies for our Publishing Company and classrooms.

Under the leadership of its chair, Mr. Ryan Richardson, our School Improvement Council, reviewed progress toward goals as set forth in our School Improvement Plan. Those goals include: 1) Promoting creative problem solving skills across the curriculum, 2) Providing staff development for our teachers on ways to integrate technology into all curriculum areas and use technology resources, 3) Using rubrics for students to self-assess their work, 4) Developing opportunities for students to practice oral expression and 5) Continuing to provide opportunities for students to demonstrate personal and social responsibility.

Our parents continue to provide tremendous support of our efforts by attending conferences, volunteering and serving on various school and PTO committees. Our close partnership with parents and community members provides many opportunities for us as we work together to educate our youth and prepare them for the future.

Kim C. Williams, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.